Unit Title: Making the right decisions Pacing (Duration Of Unit): Weeks 1--‐5 Grade: 10 BufferDay(s)

**Transfer Goals** *Students will be able to independently use their learning to:*

* Understand The power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
* Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
* Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
* Communicate ideas effectively in writing to suit a particular audience and purpose
* Communicate Ideas effectively in discourse and oral presentations to suit various audiences and purposes
* Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
* Develop the habit of reading for enjoyment

**Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards) Standards (Priority Standards in bold):**

**RL10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

**RI 10.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

**RL 10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

**W10.3 Write narratives to develop real or imagined experiences or events using effective technique, well--‐chosen details, and well-structured event sequences.**

**a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**

**b. Use narrative techniques, such**

**c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

**d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

**e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative**

**SL.10.1.a--‐b Initiate and participate effectively in a range of collaborative discussion (one--‐on--‐one, in groups, and teacher--‐led) with diverse partners on grades 9--‐10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively**

**a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well--‐reasoned exchange of ideas.**

**b. Work with peers to set rules for collegial discussions and decision making, clear goals and deadlines, and individual roles as needed.**

**L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**a. Use parallel structure.**

**b. Use Various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**

**L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, andspelling when writing.**

**a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**

**b. Use acolon to introduce a list or quotation.**

**c. Spell correctly.**

**L.10.4**. a.**Determine or clarify the meaning of unknown and multiple--‐meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

**a**. **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**

Supporting Standards:

RL.10.4 Determine the meaningor words and phrases as they are used in the text, including figurativeand connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;,analyze the cumulative impact of specific word choices on meaning and tone (e.g., How the language of a court opinion differs from that of a newspaper.

W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:**

Reading and discussing other people’s stories help us to explore and select our own significant experiences for narrative writing.

Writers selectively apply figurative language to bring their stories to life.

**Essential Questions:**

What can a piece of literature teach me about life?

What is the connection between reading and writing?

Why is constructing narratives a culturally universal experience?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:**

Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know…*

Text has explicit and implicit meaning

Ideas develop over the course of text

Writing narratives require engaging techniques and meaningful reflection

Collaborative discussion builds ideas and understanding

reading strategies improve vocabulary acquisition and comprehension

**Skills:** The discrete skills and process students should be able to use independently

*Students will be skilled at:*

Citing strong textual evidence to support analysis of what the text says explicitly and implicitly

Determining a theme or central idea of a text

Analyzing how authors use specific details to develop themes or central ideas

Providing Objective summaries of texts

Writing narratives with real or imagined experiences using effective technique sequencing.

Using narrative techniques, such as dialogue, sensory language, pacing, description, reflection, to engage and orient the reader Providing a conclusion that reflects on the experience

Participating In collaborative discussion while building on others’ ideas

Determining the meaning of words and phrases through various reading strategies such as analyzing context clues

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